

The Relationship between Iranian EFL Teachers' Professional Development and Their Emotional Intelligence

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Abstract

Teachers have a key role in students' educational success or failure, it is therefore important to do more research on teacher related factors. Teachers' emotional intelligence and professional development seem to be significant factors in students' achievement. However, little is known about the relationship between these two factors in English as a foreign/second language (EFL/ESL) learning environment. Therefore, the present research aimed to investigate the relationship between teachers' emotional intelligence and their professional development. In this study, 60 English language teachers were selected through convenience sampling method. They all have taught English more than five years and were from Gorgan, Iran. Their age ranged from 30 to 50. Two instruments were used: Emotional Intelligence Questionnaire (Bar-On, 1997) and Professional Development Questionnaire (Varies, Jansen & Grift, 2013). After data collection, the data were analyzed in the software SPSS. First, Kolmogorov-Smirnov was run to test data normality. Since the data were normal, Pearson correlation test was run to see whether there would be any relationship between the participants' professional development and their emotional intelligence. The results showed that there was a positive and significant relationship between Iranian EFL teachers' professional development and their emotional intelligence. The finding has some implications for EFL teachers and teacher trainers; teachers will be more successful in their professional development by developing their emotional intelligence.

Keywords: emotional intelligence, teacher professional development, Iranian EFL teachers

INTRODUCTION

The term Emotional Intelligence (EI) has been approached in several ways. Gardner (1983) described it as a multiple perception, and Salovey and Mayer, (1990) as an emotional concept. There are two instances of integrated models of EI; Bar-On (1997) and Goleman's (1995) models. Daniel Goleman presented the term 'EI' in 1995. Goleman (1995) has well-defined the term as containing capacities like being capable of encouraging oneself and continuing in the face of defeat, to regulate desires and postpone satisfaction; to adjust one's tempers and keep distress from changing the

ability to think; to put emphasis on and to hope'. He considers EI as a trait that arises from a great range of study results on the role of the emotions in human life.

Bar-On (2004) summarizes the foundations of EI as intrapersonal (self-awareness and creativity), self-regard (to precisely observe, comprehend and accept oneself), emotional self-awareness (to be conscious and comprehend one's emotions), assertiveness (to successfully and fruitfully present one's emotions and oneself), independence (to be self-reliant and free of emotional reliance on others), self-actualization (to try to attain individual aims and objectify one's potential), interpersonal (social consciousness and interpersonal association), empathy (to be conscious and comprehend how others feel), social responsibility (to classify one's social group and collaborate with others), interpersonal relationship (to create equally sufficient associations and relate fine with others), stress management (emotional management and regulation), stress tolerance (to efficiently and positively manage emotions), impulse control (to successfully and positively control emotions), adaptability (transform management), reality-testing (to empirically authorize one's approaches and thinking with outer reality), flexibility (to familiarize and modify one's feelings and intelligent to new circumstances), problem-solving (to successfully answer difficulties of a personal and interpersonal nature), general mood (self-motivation), optimism (to be optimistic and look at the happier side of life), happiness (to feel pleased with oneself, others and life overall). Recently there have been some attractions toward EI for English Language Teaching (ELT) researchers. Various factors have been studied regarding EI in this field (Izadi & Norouzi, 2016).

The concept of EI and its impact on learning second or foreign language is relatively new (Goleman, 1995). It is characterized as an effect of learned capabilities leading to wise behavior, high accomplishment, and mental health (Carmel & Josman, 2006). Although most investigators have tried to comprehend some facets of EI and its effects on foreign or second language learning, others have concentrated on the impacts of other factors on EI. Likewise, lately, the basics related to EI in obtaining academic objectives have achieved popularity in English as a Foreign Language (EFL) and English as a Second Language (ESL) related investigation. What has appeared from these investigations is matched with the idea that EI has a significant role in people's academic, affective and cognitive accomplishment (Extremera & Berrocal, 2006). Thus, working on a research with the focus on finding a relationship between EI and a very influential concept in the scope of ELT, professional development, can be quite illuminating.

PD was focused in the present research since recently ELT scope of research has been inclined toward teacher education. PD is among the heated issues of teacher education. Literature review indicated that no study investigated the relationship between teachers' PD and their EI among EFL teachers in Iran, therefore, the current research aimed to study teachers' EI and its relationship with their PD among EFL teachers.

Regarding two concepts of Teacher Professional Development (TPD) and EI discussed above, working on the relationship between these two concepts in the field of ELT can be of great importance, literature review also indicated that the relationship between

these two variables was not investigated in previous research studies. Therefore, the current study sought to find out whether there is any relationship between these two concepts among Iranian English language teachers.

LITERATURE REVIEW

Here first theoretical foundations of teacher professional development and emotional intelligence and then empirical studies done on these two studies are presented.

Kennedy (2008) mentioned that TPD has become a universal word without vibrant meaning and mentions five dissimilar connotations: (a) tested ability, test scores used as an indicator of TPD for recruitment; (b) credentials, in the form of licenses and certificates that prove knowledge and experience; (c) quality of classroom practices, denoting the work educators do inside their classrooms; (d) teachers' efficacy in increasing the level of student achievement; and (e) opinions and standards.

Similarly, there are three various but general terms related with teacher quality: good teacher, effective teacher, and highly qualified teacher (Paone, Whitcomb, Rose, & Reichardt, 2008). The first term is relevant to every day school discourse and denotes teachers who "teach well." Though, the notion of decent educator is not restricted to what he/she does in the classroom. The second term—teacher effectiveness—is usual in education researchers and authorities mentioning learners' attainment on tests causing teaching (Clotfelter, Ladd, & Vigdor, 2006). This is a very constricted notion of effectiveness (Kennedy, 2008) and there is still absence of agreement on how best to classify and measure effective teaching (Kane, Taylor, Tyler, & Wooten, 2011). This extensive sight associating TPD with learners' and educators' outcomes on language tests, particularly in the public part, is noticeable in the existing Colombian bilingualism policies (Cely, 2009). The third term—extremely qualified teacher—is similarly normal in educational legislation and stakeholders' discourse. This educator "possesses the sophisticated content knowledge and acquaintance with suitable pedagogical and evaluation strategies" (National Council of Teachers of English [NCTE], 2004, p. 1). In scholastic system TPD is related with qualifications. As said by the NCTE (2004), the educator's abilities and proficiency fall in the areas of pedagogical content knowledge, scheduling instruction, and skills and strategies to involve pupils. These skills are improved over time and are typically named experience. NCTE's description shows how TPD merges the features qualified teachers have or should have (skills, knowledge expertise, and the like), the qualities of what they do or must do (e.g., assessment), and the outcomes they gain in their learners.

A stage ahead in the comprehension of TPD is provided by Kunter et al. (2013) who offer the notion of professional competence as "the skills, knowledge, attitudes, and motivational variables that shaped the foundation for mastery of specific situations" (p. 3). Locally, this notion has been considered by Kostina and Hernández (2007).

PD has an effect on the learning process all in all. Kim (2008) claimed that it is important to increase learners' achievement, applying upper academic standards, developing instruction and making reliable professional learning communities. Over PD, educators become one of the significances of education reforms as a whole, as worthy

teaching methods positively influence learners' learning, which is the vital educational goal (Underhill, 2004).

Therefore, developing EFL teachers' performance is very significant because EFL teachers advance their views and beliefs about learning and teaching on the basis of their own experience of language classrooms and their knowledge of language theories and language-learning psychology. Many studies have supported the prominence of PD and its application in various grounds of learning and self-improvement. Though the influence of EFL teachers' PD has been examined, limited studies straightly highlight EFL teachers' PD in universities (Qing, 2009).

In the most successful developmental education programs, training and PD are a primacy. The faculty and staff working with pupils in these programs are reinforced and stimulated to join conferences, teaching institutes and graduate courses. Ju (2000) studied educators' insights of the knowledge and abilities required for EFL teachers' PD in a broad university in China. He understood that communicative skills were supposed as the most significant skills for EFL teachers at Jialan University.

Another variable of this research is emotional intelligence. EI is not a new concept and has really been around since 1990 in the theory and research of various kinds of psychology. Research interests before 1970 concentrated merely on cognition and intelligence testing, as psychologists analyzed intelligence as a quantifiable skill to solve cognitive difficulties (Hedlund & Sternberg, 2000). Nevertheless, in the twentieth century, theorists like Thorndike (1920), and Gardner (1983), have tested these purely cognitive approaches. Thorndike offered the idea of social intelligence, which he provided as a separate form of intelligence from mechanical and abstract. Thorndike proposed that social ability was a significant factor of intelligence and that it is over the ability to comprehend, impact, and control other people.

The conception of EI was presented by Payne (1986). Then, this conception advanced officially by two innovators in the field of psychology, Salovey and Mayer (1990). Mayer and Salovey (1997) well-defined EI as –the skills to exactly observe emotions, to contact and make emotions in order to help thought, to comprehend emotions and emotional knowledge, and to thoughtfully control emotions to encourage emotional and intellectual growth. Emotions as one of the elementary fundamentals of EI have an exceptional effect on learners' education. Numerous models were defined and introduced by Goleman, 1995, Mayer and Salovey, 1997, since the beginning of EI theory. Horward psychologist, Daniel Goleman (1995) described EI as –capacities such as being capable of encouraging oneself and keeping on in the face of prevention; to regulate desires and delay satisfaction; to adjust one's mood and be able to think well in the face of distress; to give emphasis to and to hope. Goleman (1995) according to these definitions produced a model that mixed five essential elements: 1) knowing ones emotion, 2) managing emotions, 3) motivating oneself, 4) recognizing emotions in others and 5) handling relationships. Later by the presence of numerous models of EI, Goleman (1998) reformulated his first description of EI and divided EI into twenty-five dissimilar emotional proficiencies, among them political awareness, service orientation, self-confidence, consciousness, and achievement drive.

Experts occasionally believe that absence of achievement in both learners' education and life can be as a result of the academic intelligences which are dignified by IQ tests. Zalesne and Nadvorney (2011) demarcated student's academic intelligence as –almost more than merely cognitive skills; it's similar to culture, counting not only cognitive, but also affective and social skills, all of them collaborate to a pupil level of success. But, Van Der Zee, Thijs and Schakel (2002) assert that academic intelligence appears not satisfactory for ordinary problem solving. They express that EI is superior analyst of success in real life and education than academic intelligence. For two decades, there has been increasing attention to examining the notion of EI in dissimilar grounds of studies such as spiritual, public and body health (Extremera & Berrocal, 2006) and task performance (Carmel & Josman, 2006). EI has been the central concern of many educational investigators particularly in the ground of academic success of second language learners until newly. More available scholarships in this area have been related to the prominence of EI in EFL/ESL context. Pishghadam (2009) discovered the essential role of EI in students' academic scores in reading, listening, writing and reading. His works exposed that second language learning was powerfully related with several dimension of EI. Shao, Yu and Ji (2013) in another study effort, examined the relationship between EFL students' EI and writing achievement among 68 non-English major freshmen in a university in Hang Zhou. They saw that there was a fairly strong positive relationship between EI and writing achievement. But yet, more consideration has been needed to the ways which foreign language learners' EI could be elevated.

Formerly a strong difference between emotion and cognition was made: emotions were supposed to be detached from the brain. Such a long-held notion has submitted to a thoughtful revolution and “the brain is now observed as playing a precarious role in emotional processing” (Greenberg & Snell, 1997, p. 95). Study into neurobiology examines brain evolution and its systems. The evolution of the brain caused its development and growth, which led to superior constructions of the brain in lower parts (responsible for, e.g., breathing, hunger). This development was also the reason for the presence of the *limbic system*, which is not advanced at birth. This system is answerable for main development of numerous features of emotions, such as accepting facial emotions, action tendencies, and it aids as a place for emotional memories. The limbic system contains: the amygdala, hippocampus, thalamus, and hypothalamus (Kusché & Greenberg, 2006). The highest prominence is given to the amygdala. LeDoux, a professor at the Center for Neural Science at New York University, brightens that the amygdala is able to manage our actions, even if our brain (thinking brain — the neo-cortex) has not made any decision yet (LeDoux, 1999). Goleman declared “the mechanisms of the amygdala and its interaction with the neo-cortex are at the heart of EI” (Goleman, 1995, p. 16).

Now the empirical studies done on these two studies are presented. The works on PD has been studied through three wide parts: why PD is a novel primacy; what creates effective PD; and teaching as part of the PD and identity of new teachers. TPD has become a national primacy in Australia because of the great attrition degree of beginning tutors as recognized by the Committee for the Review of Teaching and

Teacher Education. The federal government in reaction to this national worry has claimed that teacher registration becomes dependent upon ongoing PD. The connection between registration and ongoing PD will create resistance undoubtedly, since it embodies yet another “professional attack and obligation on teachers’ truth and professional identity” (Moss, 2008, p. 351). It is acknowledged that while PD is measured imperative, what is accessible to teachers is frequently sadly insufficient (Borko, 2004) and does not essentially cause acknowledgement of superiority teaching or professional identity in school assemblies (Jensen, 2010). If PD is made as part of being and/or becoming a teacher, this might change teacher insights of PD from something to be tolerated, to quality professional regeneration, integral to professional identity.

Day (2004) contends that pre-service and in-service teachers must hold an outline that identifies the prominence of continuous association, educators’ roles as knowledge producers, their requirement to achieve change, and empathy of ethical drive. Evidence proposes that where ongoing collaborative corporations exist between schools, professional relations and university professors, and where those corporations assess the current knowledge of beginning educators, effective PD might happen (Hardy, 2008). This is verified by research on university-school mentoring partnerships (Boyer, Maney, Kamler, & Comber, 2004), where tertiary educators criticized traditional out-of-school models of PD. Instead, their investigation recommended a mutual, cooperative association model of PD.

Because most of secondary teaching happens in isolation, decontextualized “out-of-school” PD was perceived to be excluding the English teachers in their education who had to come back from one-off PD days to do a new enterprise they might not have completely understood. Ongoing conversations containing practiced and primary career teachers provoked deep self-reflection and the tying the knot of existing theoretical viewpoints with classroom practice. This mentoring endorsed secondary English teachers to become part of the broader teacher-research network, which was seen to be a useful method of PD (Boyer, et al., 2004).

Other Australian investigation proposes that teacher mentoring might play a part in stimulating the profession, and in increasing professional identity, but that it may be both positive and risky. Numerous studies (Cochran-Smith, 2005) indicate that when the mentor/mentee allocation is obligatory in a school or a system of placement, mentoring could be difficult, for example on field experience at pre-service level (Hudson & Hudson, 2008). Similarly Head (2003) claims that enforced collaboration, either over team teaching or mentoring packages in learning societies like schools, could create dysfunctional groups, which do not essentially maintain beginning teachers.

Pishghadam (2007) in a study puts effort to distinguish the effect of emotional and verbal intelligences on second language learning. He performed a study with 576 EFL students. The results displayed that listening, reading, speaking, writing, and GPA strongly connected with two dimensions of EI, i.e., stress management and intrapersonal competencies.

A study conducted by Razmjoo, Sahragard, and Sadri (2009) was intended to classify the relationship between EI, vocabulary learning knowledge and vocabulary learning strategies among Iranian EFL learners. The subjects of the research were 100 senior students who were English language teacher learners at Shiraz Azad University between 2006 and 2007. Data analysis of the answers (descriptive and inferential) discovered that there is a relationship between EI and vocabulary learning knowledge. It was also discovered that among different areas of intelligence, verbal-linguistic and naturalist intelligences made statistically significant contribution to the expectation of vocabulary learning knowledge.

Razmjoo (2008) investigated the relationship between EI and language proficiency among Iranian EFL PhD candidates. The subjects of the study were 278 (179 males, 99 females) PhD candidates at Shiraz University. An EI questionnaire and a 100-item language proficiency test were dispersed among the candidates. The data exposed that there was no significant relationship between language proficiency and the combination of intelligences in general and the types of intelligence in particular. Similarly, no significant difference was seen between male and female learners and between their EI and language proficiency.

Pishghadam and Moafian (2008) observed the role of Iranian EFL teachers' EI in their achievement in language teaching at high school level. They chose a population of 93 English language educators from different high schools in Mashhad, a city in the north-east of Iran. The educators at the end of the schooling year were required to complete a questionnaire, entitled the Students' View of an Ideal Teacher (in Pishghadam & Moafian, 2008) was distributed among the students (N=2287) of the above-mentioned teachers. The investigators in using the questionnaire intended to assess the performance of educators according to their teaching skills, personality, supplementary programs, activities, and social-educational life by their pupils. No significant relationship was seen between their success and other kinds of intelligences. Moreover, it was observed that there was no significant difference between sex and EI regarding the teaching success.

Pishghadam (2009) in a research studied the influence of emotional and verbal intelligences on English language learning success in Iran. In order to comprehend the nature of learning, he computed and studied the product and the process data. The outcomes of the study proved that the EI is influential in learning productive skills. In the process-based phase, the analyses of oral and written manners of language display the impacts of emotional and verbal intelligences on turn-taking, amount of communication, the number of errors, and writing ability. Karimi (2012) results also support Pishghadam's outcomes. Karimi (2012) realized that understanding and handling students' own emotions and being conscious of and reactive to others' emotions will contribute to the L2 productive skills, mostly writing, in addition to inspiration and self-actualization of both university professors of L2 writing and their students.

In another research done by Sadeghi and Farzizadeh (2014) exposed the association between EI and the writing ability of Iranian EFL learners. The students are first given

Bar-On's Emotional Quotient Inventory (a Likert scale questionnaire) and are requested to answer to its items grounded on the significance of the statements to themselves. Next the students are given a writing test and the resulting scores were gotten to associate with their EI scores. Outcomes found over Pearson Correlation showed a positive relationship between the writing ability and the emotional self-awareness, a subcategory of EI.

As seen in the literature review, few studies were done on the relationship between EI and TPD. Thus, to fill this gap, the present study attempts to answer the following research question:

- Is there any significant relationship between Iranian EFL teachers' PD and their EI in private English language schools?

METHOD

Participants

In this study, 60 English language teachers were selected through convenience sampling method. They all have taught English more than five years and were from Gorgan, Iran. Their age ranged from 30 to 50. They were both male and female who had different academic degrees including B.A and M.A in English language teaching, English language literature and English language translation.

Instruments

The following instruments were used in this study:

EI Questionnaire (Bar-On, 1997)

To evaluate teachers' EI, the researcher employed the Bar-On standardized EI questionnaire. In this research the adopted version was used. Bar-On EI questionnaire called the Emotional Quotient Inventory, is a self-report measure of emotionally and socially intelligent behavior. The questionnaire includes 90 questions in 5 categories. The categories are Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood Scale. Each question was designed based on a five-point response on Likert scale with a textual response format ranging from 5 to 1 (completely agree 5, agree 4, agree to some extent 3, disagree 2, and completely disagree 1).

To make it easier for the participants to understand the items, it was translated into Persian. To check its validity, it was reviewed by three experts in ELT. All items were approved by them and no change happened. To check its reliability, a pilot study was run among 15 EFL teachers. The data collected from the pilot study were analyzed in SPSS through Cronbach Alpha. The coefficient was .71 which is considered as an acceptable figure. Thus, the translated version of this questionnaire benefited from good amount of reliability.

PD Questionnaire (Varies, Jansen & Grift, 2013)

TPD questionnaire was developed by Varies, Jansen, and Grift (2013). The questionnaire included 45 items which were classified under three scales: updating,

reflective and collaborative. This questionnaire was of Likert type and the participants chose one choice from among four options: never, rarely, regularly and very often. The items referred to the activities that a teacher may do in his or her every day job at school or out of school and the participants were asked to answer how often they did them. Since some items of the questionnaire were not compatible with the Iranian context, five items were added and some items were revised. As this questionnaire was in English and the participants of the present study were Iranian EFL teachers whose mother tongue was not English, it was decided to translate the questionnaire so that the participants could understand the items very well. This questionnaire was translated by the researcher. To check its validity, it was reviewed by three experts in ELT. Then the Persian version was piloted among 15 teachers to check its reliability. The data collected from the pilot study were analyzed in SPSS through Cronbach Alpha. The coefficient was .85 which is considered as an acceptable figure. Thus, the translated version of this questionnaire benefited from good and acceptable amount of reliability.

Procedure

First, the questionnaires were prepared through finding, translating, piloting and developing the final version. Then, some teachers were invited to participate in this study through convenience sampling. In the next step, the questionnaires were distributed among them. Thereafter, the completed questionnaires were collected.

Data Analysis

After data collection, the data were analyzed in the software SPSS. First, Kolmogorov-Smirnov and Shapiro Wilk were run to test data normality. Since the data were normal, Pearson correlation test was run to see whether there would be any relationship between the participants' PD and their EI. The correlation test, Pearson, was run to answer the research question.

RESULTS

To check the data normality, K-S and Shapiro tests were run. Table 1 presents the results obtained from K-S and Shapiro analysis. As it is clear from Table 4.1, the data obtained from TPD and EI questionnaires were normal as the p values (.09, .13 for K-S) (.21, .07 for Shapiro Wilk) were greater than .05. As the data were normal, parametric statistical analysis was used to compare the performance of the two sets of scores. In this regard, Pearson correlation test was conducted.

Table 1. Results of Normality Test

Group	Kolmogorov-Smirnov ^a			Shapiro Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Data	TPD	.232	59	.09	.817	59	.21
	EI	.198	59	.13*	.434	59	.07

As mentioned earlier, this study sought to answer a research question. The following is that research question:

- Is there any significant relationship between Iranian EFL teachers' PD and their EI in private English language schools?

To estimate the degree of relationship between two variables of the research question, a Pearson Correlation was run. For the relationship to be significant, the sig level was required to be lower than .05.

Table 2. Pearson Correlation between Teacher Professional Development and Emotional Intelligence

		TPD	EI
TPD	Pearson correlation	1	.701*
	Sig. (2-tailed)		.032
	N	60	60
EI	Pearson correlation	.701*	1
	Sig. (2-tailed)	.032	
	N	60	60

* Correlation is significant at the 0.05 level (2-tailed)

Based on Table 2, there is a positive and significant relationship between teachers' PD and EI among the participants of this study since sig (.032) is lower than .05 and $r=.701$ which shows correlation is positive and nearly large. It means that there is a positive and significant relationship between Iranian EFL teachers' PD and EI. As mentioned earlier, the purpose of the study was to find out whether there is any relationship between EI and PD among Iranian EFL teachers. According to the results obtained from Table 4.2, it was revealed that there is a positive and significant relationship between these two variables. Thus teachers with high EI will be successful in their PD.

DISCUSSION

In this part, the previous studies are reviewed to see whether they are in line with the present study or not. As this study focused on teacher PD and EI, it was attempted to find some studies which explored these two variables.

In a study, Head (2003) explored PD among school teachers. He contends that communities of practice in workplaces as multipart as schools can be idealized and might be founded more on contrived collegiality if prescribed by supervision. He concluded that novice teachers should be monitored to practice and consider PD in their career. This is not what the present study proved, but these two studies are similar to each other since both have proved the significance of teachers' PD in teaching career but differently and with different methods.

In another study, Day (2004) investigated PD among pre-service and in-service teachers. He concluded that pre-service and in-service teachers must hold an outline that identifies the prominence of continuous association, educators' roles as knowledge producers, their requirement to achieve change, and empathy of ethical drive. Thus, Day (2004) emphasized on the significance of preparing various aspects of teaching in making TPD happen. Likewise, the present study showed the importance of EI to make teachers expand their PD. So, these two studies are in line with each other since both emphasize on how to expand TPD among teachers.

Among the works done on EI in ELT, Pishghadam (2007) did a research on the relationship between EI and language achievement. He put effort to distinguish the effect of emotional and verbal intelligences on second language learning. According to the present study, it was revealed that EI has a significant role in teachers' career improvement which normally leads to better language achievement which is nearly the conclusion of the study by Pishghadam (2007). Thus, these two studies signified the importance of EI in different aspects of ELT.

As this study focused on EI and TPD of the participants, a similar study was done by Razmjoo (2008) who studied the role of EI among male and female participants in the field of ELT. The data revealed that there was no significant relationship between language proficiency and the combination of intelligences in general and the types of intelligence in particular. Similarly, no significant difference was seen between male and female learners and between their EI and language proficiency. Although, Razmjoo (2008) did nearly a similar research to the present study, the results were not the same. Therefore, it can be said that these two studies are not in the same line.

A research conducted by Razmjoo, Sahragard, and Sadri (2009) sought to classify the relationship between EI, vocabulary learning knowledge and vocabulary learning strategies among Iranian EFL learners. The subjects of the research were 100 senior students who were English language teacher learners at Shiraz Azad University between 2006 and 2007. Razmjoo et al. (2009) proved the key role of EI in learning a foreign language process. Likewise, the present study was done and nearly the same conclusion was exerted but in a different context and with different participants.

Teachers with higher levels of multiple intelligence can better approach problems and improve in their profession. The finding of the present research indicated that multiple intelligence is related to professional development, based on this finding, teachers with more multiple intelligence levels are expected to be more successful in their professional development. Emotional intelligence can be taught and learned (Batiste, 2014). A teacher with high emotional intelligence is aware of his or her personal emotions; is highly sensitive to the emotions of students; and quickly distinguishes how his or her personal emotions affect students. Therefore, teachers skilled with emotional intelligence are expected for being successful in their professional life.

CONCLUSION

To sum up, the present study indicated that TPD had a positive relationship with EI. What this research added to the body of research in the related literature is necessity of teacher PD and the very important role that EI plays in this relationship. When teachers do not consider PD in their career, they are expected to fall into serious problems like teacher burnout. As a result, supporting their PD seems necessary which can be achieved by doing more studies on it. Other investigations are suggested to be done on some other unknown facets of both TPD and EI.

In addition, teachers, teacher educators, material developers, and researchers are grouped into the people who get benefits from the results of the present study. Especially teachers and teacher educators who are more likely to be dealing with using

these strategies, can be more importantly addressed by the results of this research. As pedagogical implications, teacher educators in teacher education centers need to teach EFL teachers how to improve their PD. Teachers who suffer lower TPD are suggested to work more on their EI, since according to this research there is a positive relationship between TPD and EI. And finally, teachers are expected to be informed about the significance of TPD, so that they become interested in it. As this indirectly emphasized on the significance of TPD, it is a must to put much more emphasis on it by informing teachers about TPD.

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